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assisted or retarded the developement of society and of the individual. Owing to this rapid execution, the inductions often rest on a narrow basis of facts, and the writer seems frequently to make perilous leaps from premises to conclusions. His learning, also, appears in a manner strikingly contrasted with the display of painful erudition by the German historians. There is no parade of references, no sifting of authorities, and but little discussion of the conflicting opinions of former writers. But, from the lecturer's unpretending familiarity with the subject, and his easy way of stating a fact as the necessary result of causes previously examined, one can hardly find it in his heart to be skeptical. On the whole, the work deserves high praise as an introduction to the philosophy of history. The writer's views are liberal, and his speculations throw a new and pleasing light on most interesting points in the annals of Europe. We propose soon to recur to the volume, and to treat its subject somewhat at large.

- 9.—*How shall I govern my School? Addressed to Young Teachers; and also adapted to assist Parents in Family Government.* By E. C. WINES, Author of "Two Years and a Half in the Navy," and "Hints on a System of Popular Education." Philadelphia: W. Marshall & Co. 12mo. pp. 309.

MOST writers on education have some hobby of their own, which they ride with an exclusive fondness for that particular exercise. The views of such men are consequently partial and one-sided. Founded on the consideration of one part of human nature, or upon some theory of improbability or perfectibility, their schemes are generally very ingenious on paper, but wholly unsuccessful in application. It often happens that very experienced teachers fall into mistakes of this kind; and speculative writers on education rarely escape them. But the author of the book with the rather *questionable* title, given above, is remarkably free from vague enthusiasm and theoretical projects. Taking human nature as he finds it, scrutinizing its powers, passions, and weaknesses with the eye of a philosopher, he applies the results of this scrutiny to the government of a school, in a plain, practical, and common-sense manner. He discusses his subject methodically, beginning with some exceedingly sound considerations upon the responsibility of

the teacher's office, and the inadequate honors and rewards which he must expect. He then proceeds to the plan and principles of government, which ought to be settled in the outset. In this part of the discourse Mr. Wines shows himself to be a very judicious guide. The moral preparation which the teacher should himself undergo, the moral means he should make use of, the modes of impressing truth and a sense of duty on the scholars' minds, the methods of correcting faults and removing false and pernicious notions from them, are considered with an earnest sense of their great importance to the prosperity of a school, and the well-being of the pupils. In the next place, follows a sensible view of "punishment," which, the author says, should be sparingly applied, but by no means wholly disused; and the last section is devoted to the importance of the teacher's knowing how to control the public opinion of his school, and turn it to the side of virtue.

In discussing these several topics, Mr. Wines shows himself a calm and dispassionate observer. He has no optimism, — no ultraism of any kind. He is willing to use all the means which are adapted to the weaknesses as well as the strength of human nature, particularly the human nature of children. A high moral and religious tone pervades the book, undebased by any admixture of cant. The style is animated, but a little diffuse; the same sentiment is frequently repeated, under a slight modification of expression. With this exception, it is an excellent model for discussions on similar subjects. It is warm, free and impressive. Take it for all in all, the book is one of the best in the whole range of the literature of education.

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10. — *Notes on the Western States; containing Descriptive Sketches of their Soil, Climate, Resources, and Scenery.*
By JAMES HALL, Author of "Border Tales," &c.
&c. Philadelphia: Harrison Hall. 12mo. pp. 304.

THOUGH furnished with a new title, this work is but another edition of Judge Hall's "Statistics of the West," published in 1836. Our readers may remember, that, in a former Number, we commented at some length on certain erroneous, and otherwise exceptionable matter, contained in the Preface to that publication. There can be no doubt, we presume, on the part of any one who read our animadversions, that they were not only completely borne out, but absolutely called for, by the facts. But if it is hard to guess beforehand *furens quid femina possit*, conjecture is often equally at fault respecting the doings